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ABSTRACT

The 12 activities in this special section of "Education and Society" focus on the connection between education and the world of work. The goals are to help students understand their relationship with the working world, to see the diversity among workers, and to consider such issues as racism and sexism in this context. The activities are divided into three equal sections: elementary school, middle school, and secondary school. The elementary school activities are designed to help students become more aware of job diversity. They comprise the following activity sheets: (1) "Parents at Work"; (2) "Food of All Kinds"; (3) "Whose Job Is This?"; and (4) "The World of Work." The middle and high school activities focus on issues of stereotyping and discrimination, as well as helping students see the relationship between their education and entry into the world of work. The middle school activities comprise the following activity sheets: (5) "What's My Line?"; (6) "Community Jobs"; (7) "What Are Your Job Skills?"; and (8) "Interview Questions--What's Allowed?" The high school activities comprise the following activity sheets: (9) "Your Ideal Employee"; (10) "Planning Ahead"; (11) "Prejudice in the Workplace"; and (12) "Corporations and Schools Working Together." Teacher's notes for each activity include the activity's objective and suggestions for use in the classroom. (FMW)

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Education and Society

SPECIAL SUPPLEMENT

A Pull-Out Activity Section for Classroom Use

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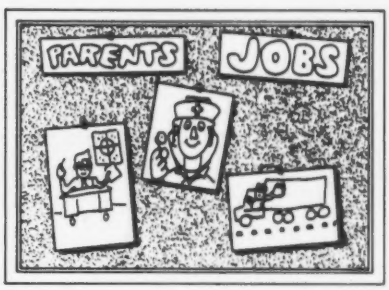

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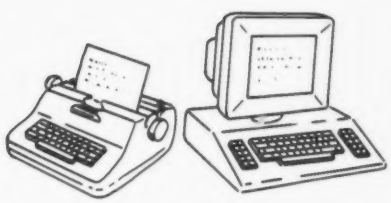

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Introduction

The activities in this special section focus on the connection between education and the world of work. The goals are to help students begin to understand their relationship with the working world, to see the importance of diversity among workers, and to consider such issues as racism and sexism in this context.

Elementary activities are designed to help students become more aware of job diversity. Middle and high school activities focus on issues of stereotyping and discrimination, as well as helping students to see the relationship between their education and their entry into the working world.

Please note that most activities are flexible in their use and can be adapted to different age groups.

Education and Society is proud to offer this special activity section for use in your classrooms. We hope that providing lessons in an activity-sheet format will make it easier to integrate multicultural and ethnic studies into your existing curricula.

We are becoming more and more aware that students achieve greater academic success if we recognize who they are and help them to feel more a part of the American mainstream. Time and again in recent months, we have read that by the year 2000 one in three Americans will be nonwhite. This tells us that the American mainstream is changing. Therefore, we too must change, particularly our methods of instruction, so that all our students can feel that they are part of this great country and not just bystanders.

Each issue of *Education and Society* presents you, the teacher, with 12 lesson plans—4 for elementary grades, 4 for the middle grades, and 4 for high school. Many of the plans, however, can be adapted to suit your particular needs, so we encourage you to study all of them!

Lesson plans are thematic, focusing on particular issues related to prejudice reduction, multiethnic, or cultural studies. Each lesson plan is self contained. Collected over time, they will be a valuable tool for all teachers—a full curriculum on topics that are timely in nature and need to be taught.

We believe whichever lessons you select will be useful in making your students better citizens and will enable them to become tolerant of others. We hope you do too.

Please let us know how the lesson plans worked for you.

ACTIVITY 1

Parents at Work

Most of you have one or two parents who work. Some work at home, some drive taxis or trucks, and some go to an office, factory, or someone else's home to work. Let's see what jobs our class's parents have.

1. Ask your parent (or parents) the questions below. Write down the answers and bring them back to school.

Do you have a job? _____

What is your job? _____

_____

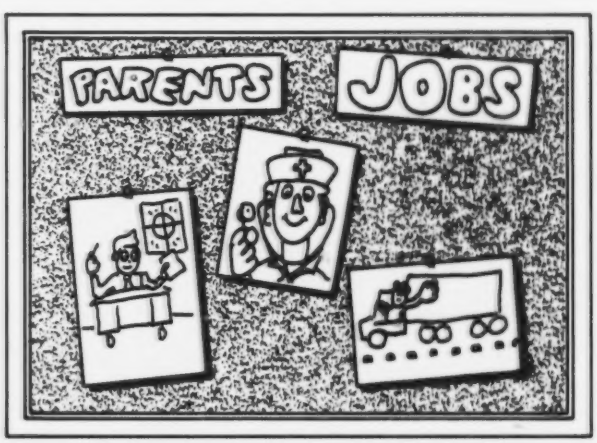
What do you do at your job? _____

_____

Do you work at home or somewhere else? _____

How long have you had this job? _____

2. Make a class bulletin board with the teacher of everybody's answers. It might look something like this.



We have learned that the parents of students in our class hold a variety of jobs. Different students might have parents who do the same kind of job.

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ACTIVITY 2

Food of all Kinds

Most communities have many different restaurants. Some are fancy, some are not. They offer food from many different ethnic backgrounds. What are some of your favorite restaurants?

1. Look in the local phone book yellow pages under restaurants. List as many restaurants as you can and tell what type of food is served there. (The ads usually tell you the type of food, for example: Chinese, Vietnamese, Thai, French, etc.) Fill in the chart below.

Restaurant	Type of food

2. Discuss your results with the class. What did you discover?

We have learned that restaurants in our community represent the foods of many different ethnic groups. This makes our community more diverse and more interesting.

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ACTIVITY 3

Whose Job Is This?

Men and women hold many different kinds of jobs. Think about the jobs listed below. Do you think a man, a woman, or either a man or woman could do each job?

1. Next to each job listed, put an M if you think a man could do the job, a W if you think a woman could do the job, or both an M and W, if you think either a man or woman could do the job.

____ fire fighter	____ secretary	____ school principal	____ veterinarian
____ nurse	____ doctor	____ barber	____ babysitter
____ construction worker	____ author	____ baker	____ farmer
____ teacher	____ store owner	____ taxi driver	____ pilot

2. Share your list with the class. Did you all agree? Why or why not?

3. Now, as a class, list as many jobs as you can think of that either a man or a woman could do. (Use the back of the page for more space if necessary.)

We have learned that we sometimes have stereotypes about who can handle certain jobs. We have also learned that both men and women are qualified to do most jobs.

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ACTIVITY 4

The World of Work

Many different kinds of people do the same job well. Think about the teachers in your school. They may be men, women, old, young, black, white, quiet, or outgoing. They are a diverse group of teachers. All jobs are done by a *diverse* group of people.

1. Look through magazines for pictures of people doing all different types of jobs. Find pictures of as many different kinds of people and jobs as you can.

2. Cut these pictures out and paste them onto a piece of construction paper. You might want to label what job each person is doing.

3. Share your "World of Work" collage with the class. Talk about all the job pictures you found.

We have learned that people do many different types of jobs. We have also learned that people who do these jobs come from many different backgrounds. They are a *diverse* group of workers.

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ACTIVITY 5

What's My Line?

We all have certain ideas of types of people who hold various jobs. For example, we often assume that someone working in a fast-food restaurant is probably a teenager with an after-school job. Let's see what you think about people who might hold a variety of jobs.

1. Describe the type of person who you think would be most likely to hold each of the jobs listed below. Be sure to include approximate age, male or female, ethnic background, and education.

Job	Age	Se...	Ethnic Background	Education

2. Share and discuss your descriptions with the class. You will probably notice that we often have stereotypes of who might do a particular job. Most of you probably described a construction worker as a young man, yet women are also successful at this job.

3. Now go back and for each job above, write down those instances where you have changed your mind and why. (Use the other side of paper.)

We have learned that we all have stereotypes in our minds about who can hold various jobs. We have learned that many different types of people can be successful at the same job.

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ACTIVITY 6

Community Jobs

1. Think about each of these jobs within a community.

newspaper reporter	garbage collector	street cleaner	construction worker	nurse
mayor	electrician	high school teacher	store owner	grocery store cashier

2. Put each job above into the following groups.

More prestigious job	Less prestigious job

3. Now put each job into one of these groups.

I would be interested in working at this job	I would not be interested in working at this job

4. Discuss your results with the class. Explain why you put certain jobs into each category. Do people tend to discriminate against some types of jobs by identifying them as being of *low prestige*? Are there any jobs in the original list that are not important to a community? Explain.

We have learned that we often stereotype jobs as being of high or low prestige. This can lead to discrimination against people who hold jobs stereotyped as being of low prestige. All these jobs are important to how our community functions. Therefore, people who hold each job are also important to our community and should be respected.

Education and Society

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ACTIVITY 7

What Are YOUR Job Skills?

Applying for a job is a long process. You must begin by researching the type of job in which you are interested. Many people use the local newspaper to find out what jobs are available in their community.

1. Look at the employment section of your local newspaper. Read job listings. Think about what might interest you.

2. Cut out at least four job listings that interest you and paste each onto a piece of paper. Under each, write down why you should be hired for that job and also why you think you might not be hired.

3. Share with a partner. Do you see any similarities in why people feel they would not be hired? Are any of these reasons due to discrimination? For example: "I probably wouldn't be hired because I'm a male, female, wrong ethnic background, too young, or too old." Discuss.

4. Do you think employers have a right to discriminate (and possibly not hire) for the reasons discussed above? Explain why or why not.

We have learned that we are interested in different types of jobs. We have also learned that sometimes employers discriminate for a variety of reasons and in many cases this is illegal. This should not stop us from applying for those jobs.

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ACTIVITY 8

Interview Questions-What's Allowed?

Employers interview people who have applied for a job. During the interview, the employer asks questions to get to know the applicant better.

Leona Smith is a 22-year-old woman with a three-year-old child. She is a high school graduate with computer programming training. She has applied for a computer programming job with a small local company.

During the interview, the employer asks Leona the following questions:

a. How old are you?
b. Why are you interested in this job?
c. What skills do you have to offer us?
d. Have you ever been married?
e. Although it's not required of the other programmers, would you be willing to do some secretarial work as well?
f. Tell me about your educational background.
g. What are your career goals for the next five years?
h. Who will take care of your son while you work?
i. Do you plan to have more children?

1. Which interview questions do you think are appropriate? List by letter (a, b, c, etc.).

2. Which interview questions do you think are inappropriate? List and explain why for each. How do you think Leona should answer the inappropriate questions? Explain. (Use the back of the page for more space.)

We have learned that inappropriate questions are sometimes asked during interviews. These questions can be discriminatory. Using such information in hiring decisions is illegal.

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ACTIVITY 9

Your Ideal Employee

Assume you are the owner of a small department store business. You need to hire three new employees—one for the hardware department, one in cosmetics, and one in the office. What skills and qualities will you look for in the people you hire?

1. List all the skills and qualities you think someone should have for these jobs. Next to each, write why you think it is important.

Job	Skill/Quality	Why it's important

2. In one paragraph, describe the person you would hire for each. (Use the other side of paper if necessary.)

3. Share your description with a partner, then with the class. Do you notice any similarities in your description? Any differences? Discuss these with the class.

4. It is illegal to discriminate against someone because of sex, ethnic background, or religious beliefs when hiring. Why do you think this law was needed? On the back of this page, explain the importance of this law.

We have learned that each of us has different ideas about qualities and skills needed for a certain job. People from different backgrounds and with different skills can do the same job well.

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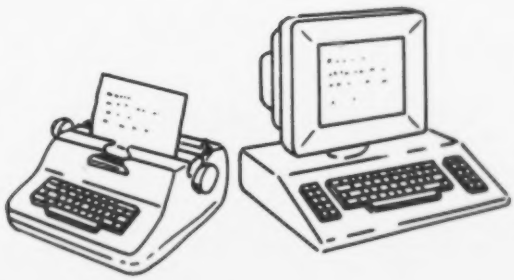
ACTIVITY 10

Planning Ahead



Thinking ahead about what kind of job you hope to obtain after you finish school can help you plan for that job. It is important to know what job skills you already have and those you still need to learn. For example, some jobs need skills such as an ability to work as a team to sell merchandise or counsel people. Other jobs might need skills such as an ability to analyze data, to program computers, or work a cash register. These are very diverse skills.

1. Write down a job you are interested in obtaining sometime in the future.

2. List all the skills and areas of strength you feel you *have* that would help you in this job.

3. List other skills you might *need* to learn to do this job well.

4. Locate someone in the community who is presently doing this job. (Ask your teacher, guidance counselor, and parents to help you.) Meet with this person to learn more about the job. Show him/her your lists of skills. Ask for suggestions on how you might plan ahead to prepare for this type of job. Write a summary of what you learned to share with the class. (Use separate paper.)

We have learned that specific skills are needed to perform a job well. We have also learned that people within our community can help us understand how to prepare for a certain type of job.

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ACTIVITY 11

Prejudice in the Workplace

Sometimes, prejudice in the workplace can interfere with being productive, getting the job done well. Assume you are an employer in charge of a group of product developers. These people must work together to create new products for your company. You have just hired Mr. Santos, a young, well-educated Hispanic man, who is excited about working on the team. You know he is well qualified and a good team worker.

One day, you overhear one of your other employees saying that they should all refuse to be friendly with Mr. Santos, and ask that he not be placed on their work team because "people from minority groups are lazy and won't do their share of the work."

As the employer, what would you do? Write an essay describing how you would handle this situation. Some of the following questions might help you get started. (Use the other side of this paper if you need more room.)

Would you interrupt the conversation you overheard?

Would you tell Mr. Santos what you had heard?

Would you put these two people on the same work team?

Would you confront the employee who made the prejudiced statement?

What kinds of education might you provide your employees so this doesn't happen again?

We have learned that prejudice can occur in the workplace. It is the employer's responsibility to create a positive work environment for all employees.

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ACTIVITY 12

Corporations and Schools Working Together

Many companies and corporations are beginning to get involved in education. Some offer summer employment to students, internships so students can gain job skills, scholarships so high school students can attend college, and funding for programs such as dropout prevention, drug awareness, skills programs, and multicultural education.

If you were president of a company within your community, what type of support might you give the high school you presently attend?

1. List all the needs you see within your high school—physical needs, program needs, staffing needs, etc.

2. Choose two needs that you think a local company might help with. Explain what role the company would have and why you think it should help in these areas. For example, a company might give money to develop a new program, scholarships, job counseling, supplies, etc. (Use separate paper.)

3. Do you think some students or programs should be given more support than others? Explain why or why not. Give specific examples. (Use the other side of paper.)

We have learned that schools and places of business can work together to improve educational opportunities for students. This cooperation will better prepare students for entering the "working world."

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Teacher's Notes

Please note that most activities are flexible in their use and can be adapted to different age groups.

Elementary School Activities

Activity 1: Parents at Work

Objective: Students will develop an awareness of the diverse types of jobs held by parents of students in the class.

Introduction: Young children can begin to understand diversity within the working world by looking at those around them. After collecting information from all the students' parents, focus discussion on how many different jobs people have. Also, point out that the ages and ethnic backgrounds of parents may vary, and therefore the cultural diversity within the jobs discussed.

For younger children, ask them to have their parents write their answers to the questions directly on the survey sheet.

Activity 2: Food of All Kinds

Objective: Students will begin to develop an awareness of the cultural diversity within their community businesses.

Introduction: It is important to discuss and define the meaning of the terms 'diversity' and 'ethnic', during class discussion. Through this simple exercise, students will begin to see how a job or business can transmit culture. Restaurants can introduce students to a world of work where many ethnic groups have gotten involved in a way where others can learn about and appreciate various cultures.

The teacher can provide local phone books for students to complete the chart at school, or this portion can be completed as homework.

Activity 3: Whose Job Is This?

Objective: Students will become aware that we all have stereotypes about who can do certain jobs. They will begin to understand that men and women can handle the same types of jobs.

Introduction: It is important for students to learn that we all tend to stereotype people and jobs. Students can begin to understand that people from all cultural backgrounds, whether male or female, can successfully handle the same jobs. Discussion should focus on this concept.

Also, note and discuss any differences you see in boys' and girls' responses. For younger students, this activity can be done as a group, using an overhead projector.

Teachers need to make sure that students understand the term 'stereotype'.

Activity 4: The World of Work

Objective: Students will learn that people from culturally diverse backgrounds do a wide variety of jobs.

Introduction: This activity can help students see visually the diversity of people within the working world. Before beginning the activity, it would be helpful to discuss the meaning of the term 'diversity' with the students (as well as the word 'collage' if necessary).

It is important for the teacher to collect appropriately diverse magazines for this activity. Use a variety of publications showing people of diverse ethnic backgrounds. Your school librarian may be able to help you with back issues. Also, check the public library and middle and high school libraries.

Middle School Activities

Activity 5: What's My Line?

Objective: Students will identify stereotypes of workers, looking at age, sex, ethnic background, and education.

Introduction: Students at this age can begin to learn that stereotypes can be changed, so that they look at the world around them in a different way. The teacher can help students see how easily we stereotype people who hold certain jobs. By looking at this together and discussing it, the teacher can help students see that people from any background can hold many different jobs successfully.

It might be helpful to complete the first in the list together, as a class. Teachers may want to begin with a discussion about the meaning of the term 'stereotype'.

Activity 6: Community Jobs

Objective: Students will learn that all jobs are important to the functioning of their community.

Introduction: This activity is designed to help students see that all jobs are vital to how well a community functions. Some people look down upon certain jobs as having less importance or prestige, when they are actually very important to the community.

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The teacher should begin the lesson by discussing the meaning of the words 'prestige,' 'stereotype', and 'discriminate'. Using an overhead projector with the charts might be useful during class discussion.

Activity 7: What Are *Your* Job Skills?

Objective: Students will discover their own interests in various jobs. They will begin to explore the concept of discrimination by employers.

Introduction: Students will begin to look at jobs that might interest them. They will consider why an employer might, or might not, want to hire them.

The teacher can help students define and discuss the term 'discriminate'. Through discussion of student responses on items 1-3, the teacher can guide discussion on why an employer might discriminate against hiring someone. Students can use this guidance in completing the essay in item 4.

Activity 8: Interview Questions—What's Allowed?

Objective: Students will be able to identify appropriate and inappropriate interview questions. Students will understand that some interview questions are discriminatory.

Introduction: This activity will help students learn to distinguish appropriate and inappropriate questions that might be asked during a job interview. Following the students' completion of the exercises, the teacher should guide discussion regarding how interview questions can lead to discrimination in the hiring process. It would be illegal for an employer to use the information received from questions a, d, h, and i to make hiring decisions. Therefore, there is a presumption of illegality if an employer even poses these questions in a job interview. Question e is more ambiguous and offers the opportunity for an interesting discussion. If gender or age were used as the criteria for doing secretarial work, this would be illegal. However, if all entry level programmers were required to do some secretarial work, this might be acceptable.

Secondary School Activities

Activity 9: Your Ideal Employee

Objective: Students will identify the importance of skills for specific jobs. Students will understand the importance of laws against discrimination in hiring employees.

Introduction: This activity will help students begin to understand and discuss the importance of certain skills in hiring for a particular job. Through discussion with other students, they will become aware that there are similarities and differences in the types of people they would hire if they were employers.

The teacher can follow up with discussion regarding laws against discrimination because of race, sex, or religious beliefs when hiring employees.

Activity 10: Planning Ahead

Objective: Students will identify their strengths, skills, and areas of weakness for a particular job in which they are interested. They will obtain information regarding this job from someone in their community.

Introduction: It is important for high school students to begin thinking about an area of interest to explore for a job. This activity will help them clarify skills they already have and those they still need to gain. Help students see the obvious, such as age, educational requirements, etc.

An important aspect of this activity is that the student make a connection with someone presently doing this job within the community. The teacher can line up resources, such as guidance counselors, community leaders, and job agencies to help students make this connection. Parents are another good resource. Students will begin to see the importance of the connection between their education and the world of work.

Activity 11: Prejudice in the Workplace

Objective: Students will consider how employers can counteract discrimination in the workplace.

Introduction: Students can use the situation described, to begin thinking about why discrimination might occur in the workplace. In addition, they will identify steps that can be taken by an employer to ensure that discrimination does not occur among employees.

After completion of the essays, the teacher should initiate discussion of the variety of responses given by students.

Activity 12: Corporations and Schools Working Together

Objective: Students will be able to identify needs they see within their school and how members of the community can help take care of these needs.

Introduction: More and more, educators and community businesses and leaders are realizing they must work together to prepare students properly for jobs of the future. This activity helps students begin to see the importance of this connection and how the business community might help improve the educational opportunities for students in their school.

The teacher should allow time for students to share their essays.

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